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reducible to a few general principles. Within the past few years half a dozen excellent textbooks have appeared, all showing the influence of earlier books, yet with such modifications and differences as to indicate a healthy spirit of growth in this important field.

It is worth noting that many of these recent books are divided into two parts, or even published in two volumes. In the days when all high-school textbooks were written by college professors, these works were adapted to "the pupil of high-school age"—a being as non-existent as "the average man." High-school teachers know that the boy of fourteen is not at all the same as the boy of eighteen, and frankly recognize this fact by preparing separate books.

Such is the plan of *A First Book of Composition*, by Thomas H. Briggs and Isabel McKinney (Ginn & Co.). It is intended to furnish material for the first two years of the course. It does this, and does it well. The exercises are abundant, and bear the marks of having been developed in actual classroom practice. The authors, wisely, have not attempted to cover the whole field of rhetorical theory: they have, however, omitted nothing that a pupil in the first two years should know. But the distinctive feature of the book is that it really gives a new point of view for teacher and pupil. Instead of the familiar chapter headings—"Narration," "Description," "Exposition," "Argument," "Words," "Sentences," and "Paragraphs"—we have "Sincerity," "Definiteness," "Interest," "Unity," "Variety," "Clearness." The approach is not through kinds of composition but through qualities of style—qualities which even young pupils can comprehend, and whose value they can appreciate. With this as a starting-point, they are led to the principles of punctuation, sentence-building, the use of words, etc. In a word, the body of doctrine presented is the same as in other textbooks, but it is developed naturally from simple principles instead of being set forth in the usual formal order. It certainly tempts one to try the new method.

B. A. HEYDRICK

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

A Course in Moral Instruction for the High School. By FRANK CHAPMAN SHARP. 2d ed. Paper. Bulletin No. 565 of the University of Wisconsin. Price 10 cents.

Julius Caesar: A High-School English Leaflet. By CHARLES M. STEBBINS. Brooklyn: Stebbins & Co. Price 10 cents.

Elson Primary School Reader. Book Four. By WILLIAM H. ELSON. Chicago: Scott, Foresman & Co., 1913.

The Swallow Book. By DR. GUISEPPE PETRÉ. Rendered into English by ADA WALKER CAMEHL. New York: American Book Co., 1912.

Legends, fables, and folk-songs about the swallow.

Report of the United States Commissioner of Education for the Year Ended June 30, 1912. 2 vols. Washington: Government Printing Office, 1913.

The Relations of Latin and English during the Age of Milton. By WELDON T. MYERS. Dayton, Va.: Ruebush-Elkins Co.

A dissertation accepted by the faculty of the University of Virginia as fulfilling the requirements in original research for the degree of Doctor of Philosophy.

What Can Literature Do for Me? By C. ALPHONSO SMITH. Garden City, N.Y.: Doubleday, Page & Co., 1913.

A very readable presentation of the pleasure and profit of reading.

The Freshman and His College. By FRANCIS CUMMINS LOCKWOOD. Boston: D. C. Heath & Co., 1913. Pp. 164. \$0.80.

A handbook intended to aid young students to make a good beginning of their college life. Twelve well-known authors are represented by complete addresses or essays.

A History of England. By ALLEN C. THOMAS. Boston: D. C. Heath & Co., 1913. Pp. 650. Maps and illustrations. \$1.50.

Written to meet the requirements of the American Historical Association. Continental relations are emphasized in order to give as complete a view as possible to those not studying general history.

Modern American Speeches. By LESTER W. BOARDMAN. New York: Longmans, Green & Co., 1913.

Contents: "True Americanism," Schurz; "The New South," Grady; "America's Love of Peace," Hay; "The Pan-American Spirit," Root.

Elements of Composition for Secondary Schools. By HENRY SEIDEL CANBY and JOHN BAKER OPDYKE. New York: Macmillan, 1913. Pp. 593. \$1.00 net.

Elements of Literature and Composition. By L. A. SHERMAN. Chicago: University Pub. Co., 1911.

A complete exposition of the "Nebraska method."

Literary Selections from Newman. With Introduction and Notes by A Sister of Notre Dame. New York: Longmans, Green & Co., 1913. \$0.60.

The High School Debate Book. By E. C. ROBBINS. 2d ed. Chicago: A. C. McClurg & Co., 1912.

Live Language Lessons, Book One and Book Two. By HOWARD R. DRIGGS. Chicago: University Pub. Co., 1913.

Not misnamed, the books are remarkably interesting. The balance between formality and formlessness has been very well preserved.